



RELATIONSHIP BETWEEN CHILDREN'S PERCEPTION OF PARENTING AND ACADEMIC STRESS AMONG HIGHER SECONDARY STUDENTS

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ABSTRACT

In today's competitive world, educational expectations have gone up. Parents' expectations from educational institutions in shaping the future of their child have not only created a pressure on teachers and school management but also created pressure on their child to perform well and excel. The researcher studies the Children's Perception of Parenting and the Academic Stress they face during exam. The researcher collected the information from 146 students of Class 11. Also, influence of Parents' occupation, qualification on academic stress and Perception of parenting is studied.

KEYWORDS: Perception of Parenting, Academic Stress.

INTRODUCTION:

The family is one of the most important agents in an individual's process of socialization. It is within the family environment that individuals first acquire values, beliefs, attitudes, standards and behaviors considered to be culturally appropriate (Berns, 2009). Regardless of culture, social group or family structure, parents usually reinforce the behaviors of their children, indicating whether they are appropriate or not (Darling & Steinberg, 1993). Such responsibility on the part of parents is a constant that transcends the diversity of social standards, making it possible to identify behavioral characteristics or styles adopted by parents in the daily socialization of their children (Musitu & García, 2001).

The role of parents during a child's earliest years is the single biggest influence in shaping the child's personality. The way parents involve themselves with children closely influences their development.

School education and present day scenario:

Present scenario of education is more competitive than the earlier one. In the last few years the performance of children in exams has been outstanding. Not all the students but a good number of them are scoring in 90s. Even few of them are touching almost 100. This performance has changed the level of competition in present school education scenario. Not only this, the expectation of parents from their child is very high. They also want their child to score in the range of top level performers. Many students are trying to match the standard but sometimes they get depressed due to their low academic achievements. In extreme cases, this stress leads to the suicide by such students. Students may feel stressed due to many factors like pressure of self expectation and goals, pressure from the peer group and pressure of the parent's expectation.

Academic Stress and Parenting Style:

Academic stress has emerged as one of the probable reasons causing mental health problems among adolescents in recent years. Positive parenting practices may act as a resource to meet out academic stress of adolescents by developing self-efficacy, self confidence, optimism and hope among them.

The most crucial factor of academic stress among students is parents' expectations. Parents expect their children to fulfill their unfulfilled desires or to complete the children of their friend and relatives. It sometimes spoils the love and attachment between children and parents. The parents ignore capabilities of their children and ignore their achievement in the field of their likings. They pressurize children to perform better in the field of their likings so badly that their performance dips down in every field. Parents' expectation spoils the career of their children and in extreme cases provoked children to commit suicide. The number of suicide cases due to academic stress is on increase now-a-days. Keeping this fact in view the researcher decides to study, "The student's perceptions of academic stress due to their parents about their studies".

Title of the Research:

Relationship between Children's Perception of Parenting and Academic Stress among Higher Secondary Students.

Operational Definition of the terms involved:

Variables under study in the project were Children's Perception of Parenting and Academic Stress

Children's Perception of Parenting:

In the present study, the researcher for the purpose of recording Children's Per-

ception of Parenting used Children's Perception of Parenting Scale (CPPS). According to the scale Children's Perception of Parenting can be defined as the sum total of the score obtained by the Child in six different types of area based on Likert technique with 44 items.

The six areas are based on six different types of parenting viz. –

1. Democratic
2. Autocratic
3. Accepting
4. Rejecting
5. Over Protecting &
6. Over Demanding

Academic Stress:

For the purpose of measuring Academic Stress, the researcher used Bisht Battery of Stress Scales (BBSS). Thus, operational definition of the Academic Stress is based on the sum of the scores in four dimensions of BBSS Stress, including-Academic Frustration, Academic Conflict, Academic Pressure and Academic Anxiety.

Academic Frustration dimension includes 26 items and is defined as a state caused by harm of some academic goals.

Academic Conflict dimension includes 15 items and is the result of two or more compatible response tendencies to academic goals.

Academic Pressure dimension includes 24 items, is a pressure when the student is under heavy demand of time and energy to meet academic goals.

Academic Anxiety dimension includes 15 items, is defined as an apprehension of harm to some academic goals.

Higher Secondary Students:

Higher Secondary Students are the students studying in class 11th and 12th. For the present study, the researcher considered class 11th students of Bhopal city.

Method:

This is a correlation study; in this study correlation between dependent variable (academic stress) and independent variable (Children's Perception of Parenting) of senior secondary school students is studied. Descriptive method is used for the present study.

Variables:

- (A) Dependent Variable – Academic Stress
- (B) Independent Variable – Children's Perception of Parenting (for parenting style)
- (C) Demographic Variable – Parents' Occupation, Parents' Qualification, Students' Gender

Sampling:

Researcher for the purpose of the study applied stratified random sampling tech-

nique. Total 146 students of Class XI including 69 girls and 77 boys were selected for the study.

Tools used:

For the purpose of collecting the relevant information from the sample, the researcher used the following tools/source:

A- Children's Perception of Parenting Scale (CPPS):

Author: Dr. Anand Pyari, Dr. Raj Kumari Kalra & Poonam Bhasin

Description of the scale: The CPPS is developed for school going children (age 14-16 years). There are 44 items based on 5 Point Likert technique (Strongly Agree, Agree, Cannot say, Disagree and Strongly Disagree). The test identifies six different types of parenting based on Children's Perception-

- Democratic
- Autocratic
- Accepting
- Rejecting
- Over Protecting
- & Over Demanding

Bisht Battery of Stress Scales (BBSS):

Author: Dr. (Km.) Abha Rani Bisht

Description of the scale: Scale of Academic Stress developed and standardized from Bisht Battery of Stress Scales developed by Abha Rani Bisht (2005), named as BBSS. It is designed to assess the level of academic stress among adolescents. It contains 80 items and the scoring is based on 5 point Likert technique. The Scale identifies 4 different components of Academic Stress, as under:

Academic Frustration, Academic Conflict, Academic Pressure, & Academic Anxiety

Statistics Applied:

In the present study, to test the hypotheses, the researcher applied – Coefficient of correlation, t-test, Chi Square and one way ANOVA.

OBJECTIVES:

1. To study the status of Children's perception of parenting and Academic stress of higher secondary students.
2. To study the influence of Parent's Occupation on children's perception of parenting.
3. To study the influence of Parent's qualification on children's perception of parenting.
4. To study the influence of student's gender on their perception of parenting.
5. To find the correlation between Children's perception of parenting on their academic stress.

HYPOTHESES:

1. There is no significant influence of Parents' occupation on Children's Perception of Parenting.
2. There is no significant influence of Parents' qualification on Children's Perception of Parenting.
3. There is no significant influence of students' gender on their Perception of Parenting.
4. There is no significant correlation between Children's Perception of Parenting and Children's Academic Stress.

Hypothesis 1: There is no significant influence of Parents' occupation on Children's Perception of Parenting.

Table 5.1: Chi Square table based on parents occupation and their parenting style (Children's perception)

Parenting Style → Parent's Occupation ↓	Democratic	Autocratic	Accepting	Rejecting	Over Protecting	Over Demanding	Chi Square	df	Sig.
business	7	7	13	6	6	8	8.12	15	NS
govt. service	8	8	15	8	6	8			
private job	3	5	10	8	2	3			
other	3	3	3	2	0	4			

NS: not significant

Table 5.1 reveals that Chi Square value obtained is 8.12, which is insignificant at $\alpha=0.05$ and $df = 15$. Thus, hypothesis "There is no significant influence of Parents' occupation on Children's Perception of Parenting" is retained.

In other words, parents' occupation (Father's/mother's occupation is considered,

based on their job profile and involvement in child's studies) has no significant influence on Child's perception of parenting style.

Hypothesis 2: There is no significant influence of Parents' qualification on Children's Perception of Parenting

Table 5.2: Chi Square table based on parents qualification and their parenting style (Children's perception)

Parenting Style → Parent's Qualification ↓	Democratic	Autocratic	Accepting	Rejecting	Over Protecting	Over Demanding	Chi Square	df	Sig.
upto 10	1	1	4	2	1	3	6.51	15	NS
higher sec.	4	6	10	4	4	3			
graduate	10	9	17	11	5	10			
post graduate	4	3	6	3	1	3			
prof. degree	2	4	4	4	3	4			

NS: not significant

Table 5.2 reveals that Chi Square value obtained is 6.51, which is insignificant at $\alpha=0.05$ and $df = 15$. Thus, hypothesis "There is no significant influence of Parents' qualification on Children's Perception of Parenting" is retained.

In other words, parents' qualification has no significant influence on Child's per-

ception of parenting style.

Hypothesis 3: There is no significant influence of students' gender on their Perception of Parenting.

Table 5.3: Chi Square table based on student's gender and parenting style (Children's perception)

Parenting Style → Student's Gender ↓	Democratic	Autocratic	Accepting	Rejecting	Over Parenting	Over Demanding	Chi Square	df	Sig.
Boys	11	6	17	16	10	17	16.61	5	S**
Girls	10	17	24	8	4	6			

S**: Significant at 0.01 level

Table 5.3 reveals that Chi Square value obtained is 16.61, which is significant at $\alpha=0.01$ and $df = 5$. Thus, hypothesis "There is no significant influence of students' gender on their Perception of Parenting" is rejected.

In other words, boys and girls differ in their perception of parenting style. Majority of boys and girls perceive parenting as accepting. In case of boys, their perception about parenting is accepting as well as over demanding. This may be due to the fact that – their expectation from boy child is more and they want their boy child to earn name and fame.

Hypothesis 4: There is no significant correlation between Children's Perception of Parenting and Children's Academic Stress.

Table 5.4: Coefficient of correlation between Children's Perception of Parenting and Children's Academic Stress

Variable	N	df	Value of r	Nature	Sig.
Children's Perception of Parenting Vs Academic Stress	146	144	0.21	-ve	S**

S**: Significant at 0.01 level

Table 5.4 reveals that Coefficient of correlation between Children's perception of parenting and academic stress of higher secondary students found to be 0.21, which is significant at $\alpha=0.01$ and $df = 144$. Thus hypothesis "There is no significant correlation between Children's Perception of Parenting and Children's Academic Stress", is rejected.

Coefficient of correlation between Children's perception of parenting and academic stress of higher secondary students found to be significant. It shows that Parenting plays a significant role in academic stress of child. The negative nature of 'r' indicates that – more is the involvement of parents in child's academic activities, academic motivation, academic goal setting and achieving, less will be the academic stress of child.

CONCLUSION:

Conclusion 1: On testing hypothesis 1, it was found that – Parents' occupation hardly influences Child's perception of parenting style. Thus it can be concluded that the parenting style recorded in the study is equally distributed. In other words it can be said that parenting style has hardly to do with their occupation. Whether the parents are businessman or in government service or in private service or working in any institution, they can adopt democratic or autocratic or accepting or rejecting or over protecting or over demanding style of parenting. Still, based on the data it has been noted that maximum parents are of accepting style of parenting while a very small number belong to over protecting.

Conclusion 2: On testing hypothesis 2, it was found that – Parents' qualification has no significant influence on children's perception of parenting. Thus it can be concluded that whether the parents are highly qualified or having a school education only, the parenting style is not much dependent on it. But on the basis of the data it has been noted that graduation done parents are mostly accepting while less educated are accepting as well as over demanding. In case of professional degree holder parents the situation is like – they are autocratic, accepting, rejecting, over demanding and to some extent, over protecting.

Conclusion 3: On testing hypothesis 3, it was found that – there is significant influence of gender on their perception of parenting. Girls seem to experience accepting parenting in most of the cases followed by autocratic parenting. This autocratic parenting shows that instead of lot of discussion on gender equality, the parents are not that much concerned about the equality and thus not giving that much freedom to girls as to boys. On the other hand, boys are also experiencing accepting and over demanding style of parenting. Because, in Indian social system boys are considered as the head of the family and main decision maker. This type of thinking might be responsible for such over demanding and rejecting style of parenting. That is, either achieve what the society wants or we as parents are going to reject your likings and ideas.

Conclusion 4: On testing hypothesis 4, it was found that boys and girls both face almost same level of academic stress. But a slightly higher value of academic stress in boys shows that they are more stressed in comparison to girls because of career consciousness and over demanding parenting.

Conclusion 5: On testing hypothesis it was found that there is a significant correlation between Children's perception of parenting and academic stress of children. Negative nature of correlation shows that since most of the parents exhibits democratic, accepting and over demanding parenting, their extra care and motivation is helping in reducing academic stress.

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